

English Learner Instructional Leadership Specialist Credential Program Standards

Category A. Program Design

The English Learner Instructional Leadership Specialist Credential program includes a purposeful sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies provided through preparation for the initial English Learner Authorization and that is based on a sound rationale informed by current, confirmed, replicable and reliable research. The program effectively prepares candidates to lead the development and implementation of comprehensive English learner programs at the classroom, school, district, county and state levels that will ensure equitable opportunity and achievement for all of California's diverse English learners, Pre-K to 12th grade. Successful candidates will be able to provide highly specialized services to students and teachers and to serve as active leaders in a comprehensive community system to build, support, sustain, and advocate for the development of effective English learner programs in which all students meet or exceed grade-level content standards. "English learner" students refers to the full typology of English learners, including but not limited to newcomer students from diverse educational and language backgrounds and long-term English learners. Program Sponsors will need to address the full typology of English learners and their varying proficiency levels whenever the words "English learners" are used in this document.

Standard 1: Program Design, Rationale and Coordination

The design of the program follows an explicit statement of program philosophy and purpose. It prepares the candidate for more advanced learning in the English Learner Instructional Leadership Specialist Credential Program, described in Program Standards 1 through 7.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Program Standard 7 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners, including the full range of English learners, and to be leaders promoting effective language and academic instruction for English learners within culturally-relevant learning environments in their schools, districts, and communities. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the Pre-K-12 public schools for field experiences.

Category B. Preparation Program Curriculum and Fieldwork

Standard 2: Research and Evaluation

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to English learner education, including program design and instructional practices. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of language and literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of English learner populations.

The program provides candidates with focused instruction and experiences in evaluating programs for English learners that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in English learner instructional practices at the classroom, school, or district levels.

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate and disaggregated student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations; to evaluate the appropriateness of assessments for English learners; and to use best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks as these relate to English learner student outcomes. The program provides opportunities for candidates to understand state and federal program requirements for English learners and to learn how to develop and implement legally-compliant programs around those initiatives.

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results and data to a variety of audiences including but not limited to classroom teachers; and to identify relevant implications for instructional programs and accountability that might assist their communities in obtaining

support for educational programs for English learners. The program provides opportunities for candidates to prepare reports of student achievement and program implementation data for various stakeholders.

Standard 3: Advanced Professional Competencies

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

A. English Learner Program Design and Development

- Legal and historical foundations of programs for English learners in California and the United States
- Required federal and/or state program components for English learners, and legal and ethical responsibilities relating to the design and implementation of programs for English learners
- Effective instructional program design across the typology of English learners
- State-adopted language proficiency assessments and related testing instruments for English learners used for both formative and summative assessment purposes
- Selection, design, implementation, and evaluation of comprehensive programs and of instructional approaches for English learners (e.g., bilingual approaches, immersion approaches, SDAIE, ELD)
- Articulation between English Language Development programs and mainstream academic instructional programs

B. Curriculum, Instruction, and Assessment

- The process of first, second, and multiple language acquisition and development, and of the factors affecting language acquisition and literacy development across the typology of English learners
- Applied linguistics
- Multicultural foundations and family and cultural influences relating to the educational achievement of English learners
- The nature and role of academic language in language acquisition across the curriculum
- The analysis of language demands across the curriculum, including but not limited to academic language
- Appropriate instructional practices for promoting the academic achievement all English learners, including long-term English learners and adolescent English learners
- Effective English Language Development instructional practices
- Effective and appropriate instructional materials for the English aural, oral, reading, and writing development of English learners, including technology-based and technology-mediated materials
- State-adopted language proficiency assessments and related testing instruments for English learners used for both formative and summative assessment purposes
- Using assessment data to diagnose, design, adapt, and differentiate instruction for English learners

The program provides opportunities for candidates to develop an advanced understanding of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing. Programs provide candidates opportunities to develop advanced understanding of the continuum of the state Pre-K-12th grade foundations/standards and framework in Reading/Language Arts and relevant research (including terminology) upon which they are based.

The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for English learners who are experiencing extreme difficulty in language acquisition and literacy development as well as students with disabilities. The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction and explicit ELD instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners.

The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline experiences for English learners that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.

C. Leadership, Collaboration, and Professional Development

The program provides opportunities for candidates to learn about local, state, and national policies that affect English learner instruction and the research supporting effective instructional programs. Candidates will develop, implement, and evaluate instructional programs and materials, including state adopted frameworks and intervention programs.

The program provides opportunities for candidates to develop advanced professional communication, facilitation and advocacy skills pertinent to developing effective programs for English learners. Candidate are also provided with opportunities to develop their skills in writing master plans for instruction of English learners, progress and final evaluation reports, and the ability to communicate English learner performance across the curriculum to different stakeholders, including parents, school board members, administrators, and state and federal agencies.

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, based on research, adult learning theory, and best practices. Candidates will develop the skills to plan, implement and evaluate professional development that will enhance teachers' content knowledge regarding all aspects of a comprehensive program at the county, district, school, and classroom level.

The program provides opportunities for candidates to develop mentoring and coaching skills, along with facilitation skills, to enable them to effectively support classroom teachers and other English learner program personnel.

The program develops advanced knowledge and skills in each of the following:

- Lesson demonstration, including the rationale and purpose for lesson selection
- Identifying the professional learning needs of teachers
- Assisting teachers to reflect on their practice for lesson improvement
- Assisting teachers to progress across the Learning to Teach Continuum
- Presentation skills for a wide variety of audiences and settings
- Leadership and communication skills to enable candidates to communicate effectively about English learner education with teachers, administrators, policy makers, parents, community members, and others in public and private forums, meetings, conferences, and other formal and informal venues
- Group collaboration, including conducting data-driven conversations, team-building, and consensus-building

Standard 4: Integrating Fieldwork and Clinical Experiences

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through guided practice at sites where the instructional approaches and methods are consistent with an effective, comprehensive program of English learner instruction. Fieldwork and/or clinical experiences must include ongoing guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 2 and 3.

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple elementary and secondary sites or the district level to: assess the needs of the full range of English learners, including those most at risk of failure; evaluate the current instructional practices and use of district-adopted instructional materials at those locations; implement appropriate research-based instructional and intervention strategies across grade levels; and evaluate the effectiveness of the intervention. Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of instructional or intervention strategies.

The fieldwork setting(s) provide opportunities for candidates to experience one or more additional languages and cultures, to shadow, follow the work of, and/or observe a current bilingual or EL program coordinator, to practice providing professional development (for candidates without such prior experience), and to participate in a home visit where possible.

The program provides opportunities for candidates to improve the language, literacy, and academic skills of the full range of English learners, including newcomer English learners with varied educational and linguistic backgrounds, long-term English learners, students with disabilities, and students who may have transitioned to Fluent English Proficient status but who still need language support across the academic curriculum. Candidates have opportunities to

evaluate the implementation and effectiveness of instructional interventions for these students and to implement alternative or additional instructional approaches and materials, as appropriate.

Standard 5: Home, School, and Community Communication, Collaboration and Engagement

The program provides opportunities for candidates to develop an advanced understanding of all of the following:

- Cultural communication styles for interacting with and engaging parents and community members
- Culturally sensitive outreach strategies, including strategies for dealing with issues relating to child welfare and attendance
- Cross-cultural viewpoints of schooling, including the role of parents in schooling and interactions with U.S. educational institutions and systems (e.g., volunteering PTSA, School Site Council)
- Identifying and accessing community resources for English learners and their families
- Working appropriately and effectively with other staff who also work with English learners and their families (e.g., community liaisons, social workers, paraprofessionals, and others)
- Working appropriately and effectively with interpreters and translators
- Helping teachers recognize the cultural assets of students and families and how these can be used as resources in improving English learner academic outcomes
- Helping students and their families become aware of postsecondary pathways including adult education, college and career options

Standard 6: Budget and Fiscal Considerations

The program provides opportunities for candidates to become familiar with federal, state, district, and school budgeting and fiscal management processes, including the role of parent advisory groups, and how these affect programs for English learners.

The program provides opportunities for candidates to become familiar with grant programs and related funding opportunities for English learner education and support services (e.g., categorical funding, Title III funds) as well as with potential external funding sources such as federal and/or state grant opportunities.

The program provides opportunities for candidates to become familiar with federal and/or state mandated reporting requirements as these relate to programs for English learners (e.g., language census).

The program provides opportunities for candidates to practice designing and using budgets, including budget rationale and justification, to support the implementation of programs for English learners based on identified student needs and aligned with school and district plans.

Category C. Assessment of Candidate Competence

Standard 7: Planning, Organizing, Implementing, and Leading Instructional Programs for English Learners

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

A. Instruction

Candidates work effectively with the full range of English learners from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds and provide specialized instruction that meets the specific needs of English learners, Pre-K, elementary, and adolescents.

Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for English learners who are experiencing extreme difficulty in reading and/or significantly lowered academic achievement.

Candidates select, plan and implement culturally responsive curriculum based on assessed needs and background experiences of the full range of English learners.

Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted curricula across the curriculum at classroom, school, district, and/or county levels for English learners.

Candidates have an advanced level of knowledge about, and can advocate for resources to support, English learners' acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today's global economy.

B. Assessment/Research

Candidates critically analyze and interpret research in the field of English learner education; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

C. Collaboration, Communication and Professional Learning

Candidates know and apply adult learning theory and research in planning professional learning at the school, district, and county levels. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating research projects and case studies.

Candidates communicate effectively with parents and community members of varied linguistic and cultural backgrounds.

Candidates demonstrate their capacity to identify areas of their own professional growth in the field of English learner education and to stay current with latest research related to the teaching profession. Candidates participate in the professional community of other

specialists, including those at the community level (such as, social agencies, after school programs, etc.).

Candidates demonstrate advanced professional competencies in English learner curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2 and 3.

Candidates analyze instructional practices and evaluate English learner student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed.

Candidates work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive plan for English learner education or a specific component of that plan.

Candidates provide leadership, support, and targeted professional development at the school and district levels to promote the educational achievement of English learners across the curriculum.

D. Program Design, Implementation, and Evaluation

Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating reports and communicating to stakeholders the results of reliable and informative evaluations of current instructional practices and programs for English learners, including program strengths and weaknesses and program effects on the full range of English learners. Candidates use that information to develop a plan for improving teaching and learning for English learners that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.

Candidates critically examine school level and district level programs for English learners for appropriateness, effectiveness, legal compliance, and student outcomes data and use that information to promote program improvements to stakeholders, implement necessary changes, and evaluate the effectiveness of those changes.